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ABSTRACT

The second of two volumes, this packet contains seven learning exploration activities that hospital workers can use in a classroom setting to improve their reading skills. The instructor's manual contains information about reading instruction and teaching suggestions. In the student workbook are activities designed to help students learn strategies that will help them interpret the materials they find in the workplace and maintain a handbook that will assist them in applying reading strategies. The seven learning explorations cover the following reading strategies: (1) developing "during-reading" strategies; (2) practicing "during-reading" strategies; (3) developing "after-reading" strategies; (4) review; (5) strategies to perform work; (6) the hospital-wide perspective; and (7) high-performance thinking strategies. Each of the learning explorations includes questions for students to answer and information sheets. (KC)

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ED 379 520

Project VISIONS
Enhancing Your Employment through Educational Opportunities

Instructor's Guide and Student Workbook for Strategic Reading for Hospital Employees II

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The Regional Medical Center/
Orangeburg-Calhoun Technical College

INSTRUCTOR'S GUIDE

For

Strategic Reading for Hospital Employees, II

Developed by Edmund Vitale, Jr.
Gaithersburg, Maryland

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EXPLORATION FIVE: DEVELOPING DURING-READING STRATEGIES

During-Reading Strategies:

Here are some quotations from articles that you can study (1) to help you see the practical nature of these reading strategies, especially appropriate for adults and (2) to help you develop a list of **DURING-READING THINKING STRATEGIES** appropriate to your class.

1. From Annemarie Sullivan Palincsar and Ann L. Brown, "Instruction for Self-Regulated Reading," Toward the Thinking Curriculum: Current Cognitive Research, edited by Lauren B. Resnick and Leopold E. Klopfer, ASCD 1989 Yearbook:

> "In a review of theoretical treatments of reading comprehension, only six strategies were found that both monitor and foster comprehension:
>
> "(1) clarifying the purposes of reading to determine the appropriate approach to the reading activity (e.g., skimming, studying);
> "(2) activating background knowledge to create links between what is known and the new information presented in the text;"
> "(3) allocating attention so that the major content, not trivia, becomes the focus;
> "(4) evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
> "(5) using monitoring activities (e.g., paraphrasing, self-questioning) to determine if comprehension is occurring;
> "(6) drawing various kinds of inferences (e.g., interpretations, predictions) and testing them." page 20.
>
> Instruction of Strategies During Reading. Appropriate prereading instruction is aimed at clarifying the purposes of reading, activating background knowledge, and inducing students to use the structure of the text to guide their reading. While reading text, the successful reader allocates attention to the major content; monitors the extent to which comprehension is occurring, is internally consistent, and is compatible with prior knowledge; and makes and tests inferences. Students can be induced to engage in these activities in numerous ways. Historically, teachers have used advance organizers, provided an overview of the content, or posed questions that call the reader's attention to particular information in the text.
>
> "Complementing these teacher-led activities is instruction in strategies that students can use to control their own activity during reading, including increasing their interaction with the text and monitoring their comprehension.

"The many important skills necessary for successful summarization suggest its usefulness as a reading-to-learn strategy Studies... have focused on teaching students to use the following basic rules.

"1. Select topic sentences where available.
"2. Invent topic sentences where they are not provided.
"3. Use superordinate terms to identify lists.
"4. Delete trivial information.
"5. Delete redundant information." page 28 - 29.

* * *

"A second strategy is to teach students to generate questions for themselves. To successfully self-question, readers must identify the information in the text and self-test their knowledge of it."

* * *

"A third strategy, whose value we already noted, is calling students' attention to text structure while they read.... Attending to text structure has also been taught as a strategy to be used while reading expository text. Students can be taught to see the text's hierarchical organization (i.e., the headings and subheadings or conventional text structures (e.g., compare/contrast, problem/solution, cause/effect) to aid their study." pages 29 - 30.

2. From Gary B. Moorman, Student Manual for LRE 4620/4630, copyright 1989, Appalachian State University and Gary Moorman, page 66:

MONITOR	MONITOR AS YOU READ
- Am I accomplishing my goal?	- Read to accomplish your goal.
- How is this changing what I already know?	- Always relate new information to what you already know.
- Am I in control?	- Remain aware of your comprehending.
- If there is a breakdown, what fix-up strategies are available?	- Apply "Fix-Up" strategies as needed.
- Complete task.	

3. From Gary B. Moorman, Student Manual for LRE 4620/4630, copyright 1989, Appalachian State University and Gary Moorman, page 132:

STUDENT STRATEGIES (MONITOR READING STAGE):

PURPOSE: Am I attaining my purpose?

PROCESS: How is this information organized?
What are the important internal relationships?

4. My version of a **DURING-READING THINKING** chart is set forth below. It does not attempt to summarize the previous points made above. It's just another way to look at the subject.

DURING-READING THINKING STRATEGIES

1. START READING IN THE SEQUENCE PREVIOUSLY DETERMINED AND MONITOR THAT YOU CONTINUE TO FOLLOW THE SEQUENCE OR CHANGE SEQUENCE IF YOU DETERMINE THE ORIGINAL SEQUENCE IS NOT APPROPRIATE.

2. MONITOR THAT THE TASK IS BEING COMPLETED ACCORDING TO THE OBJECTIVE OR OBJECTIVES PREVIOUSLY DETERMINED.

3. BE AS ACCURATE AND CAREFUL AS YOU CAN WHILE READING.

Question 1:

This question is asked to bring to mind again the discussion participants had in Exploration Three. One of the learning methods used throughout the course is to keep bringing previously discussed material back up for discussion. The repetition reinforces for the participants that these process questions are important in this curriculum.

Each participant can have a different answer. There is not one right answer. Allows the participants to get out the right/wrong answer mentality of the traditional classroom.

Question 2:

Interesting to see if participants find this approach useful to them. The hope is that this new view of reading helps them to feel more comfortable with reading, and they will therefore read more. Try to get each participant to express his or her opinion.

Questions 3:

Again, trying to bring in previously discussed material. This question makes the discussion much more personal. Presumes the participants have been thinking about reading myths, how the myths relate to their reading, and starting to try to overcome the reading problems.

Questions 4 & 5:

Same questions asked about Before Reading Strategies in Exploration Three. Same hints: Give the participants as much of a chance as possible to answer these questions on their own. If the answers are close to any of the Strategies discussed in this Teacher's Guide, tell them that they picked some of the ones experts in the field also mention. Don't add any strategies mentioned in this Guide at this point.

Question 6:

The techniques mentioned in Exploration Three were questioning, clarifying, summarizing, and predicting. These techniques can be used for during reading strategies when reading alone.

Questioning: can be used as you read through the material, trying to predict where the author is leading or make notes of questions you have.
Clarifying: can use this to help yourself think about what is being said and how it relates to other material.
Summarizing: can be used at any time to make sure you understand what is being said.
Predicting: can be used at any time to anticipate what will happen next; use with questioning.

Question 7:

If the participants don't mention all the strategies that are suggested in this Guide, you can introduce those that you think would be most helpful to them now. You don't have put all the strategies down; it's better to have a few that the participants will use rather than a lot that they know about but don't use.

Question 8:

The participants should be better at doing this kind of exercise. Force the participants to be more rigorous in their thinking and evaluation.

Question 10:

This is a repetition of exercise 11 in Exploration Three, except its for During-Reading Strategies. Again, the participants should be able to supply more sophisticated examples. Keep pressing for more precise examples. Don't let the participants forget about the distinction between During-Reading Strategies that can be used with all kinds of reading material and those strategies that are more related to specific material.

Question 11:

This is a repetition of exercise 4 in Exploration Four, except its for During-Reading Strategies. The reading material being analyzed is the same as that listed in exercise 4. If that material is not available, then here are some hints for the kind of reading material that could be placed in the first column of the chart. (Give only one or two of these to see if it sparks ideas in them.)

Labels on materials used
Directions for mixing products
Memos
Job descriptions
Self-survey
Signs in the hospital
Employee Handbook
Work Assignment sheets
Job Performance Standards

Once the reading material is listed, the purposes for reading it should come from the participants.

Question 12:

Even though it may seem boring to the participants to keep seemingly doing the same thing, the purpose of the repetition is to start to change reading behaviors. The start of the change of reading behaviors is to have them analyze reading skills so that they understand what they are doing as they read, and not just read without being aware of the process of reading.

Again the discussion of the use of strategies should be more sophisticated that it had been.

Discussion Question on Page 33:

One of the reasons for not comparing yet is to get the participants in the habit of discussing one problem at a time and not jumping to other subjects, irrelevant for the discussion at this point. The attempt is trying to develop more controlled and rigorous thinkers.

Question 13:

You can brainstorm a new list of Before-Reading Strategies or use the lists compiled in other exercises, like Exploration Three at question 11.

Here is an example of just such a chart. It is hopelessly flawed since there is no way of knowing the items that will be contained on the list your participants develop.

BEFORE-READING STRATEGIES		DURING-READING STRATEGIES
What is the purpose for reading this?	---------->	Is the purpose being accomplished.
What do I already know?	---------->	How is this changing what I already know?
Analyze the organizational structure and layout of the text as a framework to guide comprehension.	---------->	Keep in mind the organizational structure of the text to help monitor comprehension.

Question 15:

The choice the participants must make is determined by their own criteria and preferences, not someone else's. The participant do, however, have to support their decisions with reference to their own criteria. This question forces the participant to be aware of his or her own learning and reading style.

Question 16:

If you have some specific reading material on which you would like the participants to practice their During Reading Strategies in the next Exploration, please feel free to suggest or require it of the class. If not, encourage them to bring in workplace material; have a discussion of the kinds of reading material available in the hospital if necessary.

EXPLORATION SIX: PRACTICING DURING-READING STRATEGIES

Question 1:

This is a hypothetical situation that these participants may not be asked to do. But reading the Handbook is the kind of reading that the course encourages. Try to keep a realism about the project so that the participant's performance can be judged on how effectively they can summarize for new employees.

This exercise is very structured. They need to follow all the directions.

Question 1.A:

The participants should be very good at determining the Before-Reading Strategies they will use.

Question 1.B:

The participants have had practice just performing the Before-Reading Strategies without doing the reading. Try to ensure that they do it again.

Question 1.C:

Each participant should list During-Reading Strategies for him or herself. The group should not impose group strategies on individuals.

Question 1.D:

The participants should also be better at evaluation of strategies. Being able to evaluate strategies means they have to use them, which is the object of the exercise.

Question 1.E:

The complexity of the exercises have been slowly increasing. The participants have had some experience with making presentations or preparing reports but this is the first time for a specific type of audience. The individual groups may need some help with this preparation. They should feel comfortable asking you for help. Ultimately, the exercise is a continuation of the effort to make the participants become of aware of what they do when they read and to make them possibly improve that process.

Question 1.F:

This question reinforces the discussion about reading myths in Exploration Two.

Question 1.G:

This question makes it clear to participants that the reason for the exercise is to make them aware of the reading process and possibly improve it.

Question 2:

Now the audience for the report has a function: to evaluate the presentation as if they were new employees. Helps to put them in the same role as when they were writing the report.

Question 3:

Questions 3 through 6 concentrate on the processes that underlie the activity. Process questions are asked first to get participants in the habit of thinking process.

Another evaluative question. Evaluation is the highest level thinking skill according the Bloom's Taxonomy. The participants should be better at articulating the criteria and reasons for their opinions.

Questions 4:

Another evaluation question. They had had the practice in making these charts, they now have had the practice of using During-Reading Strategies. Now they are in a position to evaluate what works best for them.

Question 5:

This question just touches group skills. You can go into it as deeply as the class is ready to discuss it. If not much interest or comments, just answer the question and move on.

Question 6:

Another way to be aware of reading strategies: comparing the groups' strategies.

Questions 7-10:

Now the content questions, which the participants should be able to handle. Question 10 emphasizes that you may have questions after reading something. In other words, reading can be used to generate questions as well as answer them. In fact, questioning has been used as a reading aloud technique and a During-Reading Strategy. This question ties that together.

Questions 11 & 12:

This last question uses reading material supplied by the participants (or suggested by you) and does not require a formal process like the other practicing questions have. The ideas is to see how much of the process they have internalized for themselves.

Ask them if they wrote down the Before-Reading Strategies, whether they performed the Before-Reading Strategies before reading the material, etc. This is like an assessment of whether these strategies are becoming part of their approach to reading.

EXPLORATION SEVEN: DEVELOPING AFTER-READING STRATEGIES

After-Reading Strategies:

Here are some quotations from articles that you can study (1) to help you see the practical nature of these reading strategies, especially appropriate for adults and (2) to help you develop a list of **AFTER-READING THINKING STRATEGIES** appropriate to your class.

1. From Annemarie Sullivan Palincsar and Ann L. Brown, "Instruction for Self-Regulated Reading," Toward the Thinking Curriculum: Current Cognitive Research, edited by Lauren B. Resnick and Leopold E. Klopfer, ASCD 1989 Yearbook:

> "Instruction for Self-Regulation after Reading. Most teachers use questioning during the 'after reading' phase of instruction. Typically, the teacher asks the question, but it is possible to increase student involvement and responsibility in this activity. For example, Raphael and McKinney (1983) taught students the relationship between comprehension questions and information sources. They began by teaching students labels for three question types. Text-explicit questions were called 'right-there' questions; text-implicit questions were labeled 'think-and-search;' and script-implicit questions were referred to as 'on-my-own' questions. Next, students were given various kinds of practice in using these labels." pages 30-31.

2. From Gary B. Moorman, Student Manual for LRE 4620/4630, copyright 1989, Appalachian State University and Gary Moorman, page 66:

EVALUATE	EVALUATE AFTER YOU READ
- Did I accomplish my goal?	- Determine if you have accomplished your goal.
- How did this change what I knew before?	- Reflect on how your knowledge has changed.
- What should I have done differently?	- Review your reading/study procedure.
- Do I need to take additional action?	- Decide if you need additional information. - Determine next step.

3. From Gary B. Moorman, Student Manual for LRE 4620/4630, copyright 1989, Appalachian State University and Gary Moorman, page 132:

STUDENT STRATEGIES (EVALUATE READING STAGE):

PURPOSE: Did I attain my purpose?

Has the organization of what I knew changed?

How successful was my learning?

How has this changed what I knew?

How can this information be applied?

Do I need to go another step in learning about this?

4. My version of an **AFTER-READING THINKING** chart is set forth below. It does not attempt to summarize the previous points made above. It's just another way to look the subject.

AFTER-READING THINKING STRATEGIES

1. DID I FOLLOW MY BEFORE- AND DURING-READING THINKING STRATEGIES AND WERE THE STRATEGIES SUCCESSFUL?

2. ARE THERE IMPROVEMENTS IN MY READING THAT I CAN MAKE AS A RESULT OF THIS EXPERIENCE?

3. WHAT ARE THE QUESTIONS THAT WERE NOT ANSWERED BY THE TEXT?

4. WHAT NEW QUESTIONS WERE RAISED BY THE TEXT?

Questions 1 & 2:

These are the same questions asked when introducing Before- and During-Reading Strategies. The repetition helps participants to know the kind of thinking expected of them. These questions also repeat the process this course uses of trying to determine what the participants know before giving them information.

Everyone should be able to contribute; give them time to come up with ideas. The discussion here should be more focused and informative than the previous discussions of similar questions.

Questions 3:

If the participants don't mention all the strategies that are suggested in this Guide, you can introduce those that you think would be most helpful to them now. You don't have put all the strategies down; it's better to have a few that the participants will use rather than a lot that they know about but don't use.

A strategy that should be included here is whether the original purpose for reading has been fulfilled.

Question 4:

As the participants evaluate these strategies, look for 1) reasons given for their opinions and 2) the use of their experience with Before- and During-Strategies to help them evaluate the After-Reading Strategies. These evaluation, grouping, and modifying language exercises are very important thinking skills activities, transferable to the workplace.

Question 5:

This is a repetition of exercise 11 in Exploration Three and exercise 9 in Exploration Five, except it focuses on After-Reading Strategies.

Question 6:

The participants should be able to supply more sophisticated examples of reading materials after their previous experiences. Keep pressing for more precise examples. Don't let the participants forget about the distinction between the After-Reading Strategies that can be used with all kinds of reading material and those strategies that are more related to specific material.

In the discussion question that follows, let the participants discover new relationships between strategies and materials. Get them to generalize and evaluate.

Question 7:

This exercise repeats the previously mentioned activity from Exploration Four. A good following directions exercise.

Question 8:

The participants should be somewhat familiar with this.

Question 9:

There is another repetition of a previous activity that adds the After-Reading Strategies. This is a good way for the participants to see the interrelationships of all of these strategies.

Question 10:

My personal favorite is to link the Before-, During- and After-Reading Strategies because it helps to focus on the purpose of reading. That is, in Before, you determine the purpose; in During, you monitor whether the purpose is being accomplished; in After, you determine that the purpose has or has not been accomplished. This is an excellent example of Reading to Do.

This question also sets up the discussion for question 11.

Question 11:

If one of the Before-Reading Strategies to help you comprehend is to recollect all you already know about a subject (background knowledge), then after you have read for a particular purpose, you have also added to your background knowledge. Your background knowledge is now increased so that the next time you encounter the subject, you have more background knowledge on which to build. This should make reading the new material easier.

Question 12:

Now sure what the participants will bring. You might want to have a discussion about this. Can suggest their children's textbook from school, or a particular novel, or a magazine. The material they bring in could also be from work. Ask them to think about some of the more challenging reading material that they have seen around, not necessarily required to read.

EXPLORATION EIGHT: A REVIEW

This Exploration reviews most of the major reading topics discussed in Reading Strategies I & II. The intent is to reinforce the learning, the strategies, and what they now think about reading as process.

Question 1:

Determine if participants reading of this quote has improved in terms of word recognition and pronunciation.

Question 2:

Most of these questions require the participants to think about what they have experienced. There are no right answers and some of the questions are even philosophical. Everyone should be called upon to answer each of the questions and give support for their answers. The more forthcoming they are in answering these questions, the more thinking they have been doing about reading. This kind of thinking is encouraged.

You should require from the participants very specific answers to all parts of Question F from their experience in the class.

Question 3:

This question revisits the myths of reading. Again the purpose is get them to think about the myths in light of their experience in the class. Do make sure that the participants understand what the word myth means because they might think that it is something good to do.

With regard to Myths 2-4, might ask why they have been combined.

Question 4:

This question asks the participants to reflect on their experience of reading aloud. Some participants in other classes have said, for example: "Reading aloud has helped me in reading because it forced me to slow down, and slowing down also helped my comprehension of the material."

Question 5:

Questioning, Clarifying, Summarizing, Predicting. This question is asked to see if the participants know this information even though they have not been required to memorize it.

Question 6:

This question asks the participants to transfer techniques used to read aloud in a group to their individual reading. Ask each participant to answer.

Question 7:

Everyone should be asked to answer. They should have to explain why it is most helpful.

Question 8:

Everyone should be asked to answer. They should have to explain why it is most helpful. Try to get more sophisticated explanations than for question 7.

Question 9:

Everyone should be asked to answer. They should have to explain why it is most helpful.

Question 10:

Another question that asks the participants to transfer what they learned into their personal reading behaviors.

Question 11:

This is a chance for the participants to brag about their improved reading abilities.

EXPLORATION NINE: STRATEGIES TO PERFORM WORK

This Exploration helps the participants to see how the strategies they used to perform reading might also be used to perform physical tasks at work. It is a preliminary step to the High-Performance Thinking that will be used in Exploration 11. Help participants to read the introduction and to place this Exploration as one of a series leading to High Performance Thinking.

Question 1:

Asks participants to brainstorm to modify reading strategies to make them performance strategies. The idea is for the participants to see that they can have Before-Performance Strategies like, for example: "What do I already know about the task; what is the purpose of the task; what might be the materials I need to perform the task; etc." The During-Performance Strategies might be: "Am I achieving my purpose; Does this situation change what I already know about doing this job; etc." The After-Performance Strategies might be: "Was the purpose accomplished? What did I learn by this performance that confirms, changes, or contradicts what I knew prior to the performance? How can I do this task better the next time I'm asked to do it, etc.")

Question 2:

This group activity allows the participants to evaluate the brainstormed list of strategies, to enlarge on them, and to make them into a system for their use. Each of the three groups will deal with one of the three strategies.

The report to the rest of the class is required after each group finishes its assigned strategies. The examples of how the strategies work in practice should not be overlooked; this is part of the discipline of following directions that performing work requires.

Question 3:

The big chart that combines and shows the relationships among the Before-, During-, and After-Performance Strategies is similar to the one the participants did in showing the relationships among the reading strategies. Building these kinds of charts helps the participants to construct a framework of knowledge about process, not just knowing one or two isolated techniques. No right answer as to how the charts should look or what should be in them; it is in the doing that the participants learn.

EXPLORATION TEN: THE HOSPITAL-WIDE PERSPECTIVE

This Exploration helps participants develop a hospital-wide perspective of their role. The class is first divided into groups from the same department, or into groups that perform the same function within the same department.

Question 1:

If most of the class participants are from the same department, then break them into groups around specific functions that they within the department. If most participants do the same functions, then have one large group.

Brainstorming is done in individual groups. The purpose of the brainstorming is to list the many different functions the participants' department performs.

Question 2:

This visual representation of the department's functions can be very creative; there is no particular representation that is anticipated. Encourage participants to express how they see their work within the department.

The reports on the charts are to allow the other class members to observe the functions of other departments more clearly. It also prepares for question 3.

Question 3:

This question requires the class to put together all the department charts to show how the whole organization works. As you can see, this process has been developed from specific departments into ever larger relationships among departments. It's designed to get the participants to start looking at and constructing the bigger picture.

If there are only a few departments represented in the class, then give the participants an opportunity to go around and find out more about the other departments. You could also have some hospital organizational charts that show the various departments. (This investigation is a good reading exercise in that the participants have to read these hospital organizational charts and make sense out of them.) However, the participants' charts would be different from the hospital charts since they are asked to show the various functions within each department.

There is no specific model for the visual representations. How the participants see these relationships could be informative as to how they see themselves in the organization. Try to bring out these issues in the class discussion.

EXPLORATION ELEVEN: HIGH-PERFORMANCE THINKING STRATEGIES

This Exploration brings all the analysis and strategies from the beginning of the course together. The objective here is to allow the participants to read workplace material from the point of view of evaluating it for the purpose of suggesting changes. This kind of thinking is based on good reading skills, the skills they have practiced to this point in the course. The new element is that the participants are now being asked to make suggestions to modify the written word, something they had not been asked to do so far in the course.

PICK APPROPRIATE MATERIAL: You as the instructor are in a good position to pick the kind of reading material you want the participants to practice on. I would recommend a simple form, such as a Maintenance Request Form, the work assignment sheet, or something else that they use and are familiar with.

Question 1:

Another brainstorming activity to get them thinking about this kind of thinking and about their ideas on the subject. Not sure they would have much experience with these ideas but you can never tell. If you have to start to give them an example, you might mention, for example: "Look at how document is organized;" or "Are unfamiliar words used or words used with special meanings;" or "Is there enough space to respond if required; etc."

Question 2:

The directions ask the participants, working in groups, to do two things: (1) suggest a change, and (2) give the reasons. Both are important. It is in the reasons that their thinking is made "visible", so to speak. They shouldn't worry about spelling, grammar, or sentence structure; you can be available to each group to help with these matters.

Report:

If all groups are working on the same material, then the reports might show differences in approaches. After all the reports are completed, spend time reconciling these differences. Reconciling differences is a good way to practice thinking from a high-performance point of view.

Discuss:

This discussion question attempts to tie the whole course together. Take as much time on this as possible; it is a good final assessment.

The Regional Medical Center/
Orangeburg-Calhoun Technical College

STUDENT WORKBOOK

For

Strategic Reading for Hospital Employees, II

Developed by Edmund Vitale, Jr.
Gaithersburg, Maryland

THE REGIONAL MEDICAL CENTER
PROJECT VISIONS

EXPLORATION FIVE: DEVELOPING DURING-READING STRATEGIES

RE-EXAMINING READING STRATEGIES

In Explorations Three and Four, you were introduced to Before-Reading Strategies. In this Exploration you will move on to what your mind does as you read material.

After the practice you have had with Before-Reading Strategies, let's review a few of the key concepts as you now understand them. Discuss the following questions with the class. Use the space below each question as a Personal Learning Journal to record the ideas and comments that have the most meaning for you. Don't worry about spelling, grammar, or sentence structure.

1. What do you understand the differences to be between **Reading to Learn** and **Reading to Do**? (Each person in the class can have a different answer for this one. The important part of the question is what *YOU* understand.)

2. Does viewing reading as a **Reading to Do** process help you in any way to read better in general? Give details.

3. Which of the 6 myths of reading discussed in Exploration Two have you still found yourself doing? How are you trying to overcome the problem?

THINK ABOUT DURING-READING STRATEGIES

Answer the following questions individually in preparation for a class discussion. Make notes in the space below each question.

4. Do you do or think about anything while you read that helps you to understand the material? Give some examples. Think carefully because you might do a few things or make assumptions so quickly that you don't realize that you have thought about these things.

5. Even if you can't exactly say what you actually do while reading to help you comprehend the material, is there anything that you could do while you read that might help you to better understand the material?

6. In Exploration Three, it was stated that the techniques you were doing while reading aloud in a group might be considered **During-Reading Strategies**. What are those techniques? How can you use those techniques when you are reading by yourself to help you to better comprehend the material?

DISCUSS

Discuss your answers to questions 4 through 6 with the rest of the class. Use the space below as a Personal Learning Journal to record ideas that you found most helpful.

PUT IT ALL TOGETHER

7. Now you will bring together all the strategies that you have discussed so far in this Exploration (including any new ones that come to mind). Your instructor will ask each of you to contribute one of the **During-Reading Strategies** already mentioned or any new ones you can think of and list them on the board. Copy the list below for your own use.

8. Your instructor will guide the entire class through a discussion and evaluation of your **During-Reading Strategies.** Group similar thoughts, eliminate others, and agree on language if needed. Copy the revised list in the space below.

ORGANIZE THE STRATEGIES

There are at least three ways that you can organize these **During-Reading Strategies** (and more it you can think of different ones!). You can organize them the way you organized the **Before-Reading Strategies**: by the material being read or by the purpose for reading. The third way is to organize the strategies is to organize them according to the **Before-Reading Strategies** you previously used.

You will organize these strategies in each of the three different ways and then afterwards you can decide which way helps you to remember and use the strategies at work and at home.

ORGANIZE STRATEGIES BY MATERIAL TO BE READ

9. Copy the **During-Reading Strategies** you listed in question 8 underneath the During-Reading Strategies column, one underneath the other.

DURING-READING STRATEGIES	USED WITH THIS KIND OF READING MATERIAL

10. Now you will link up these **During-Reading Strategies** to the most appropriate kinds of reading material for which they would used, just like you did with **Before-Reading Strategies**. Your instructor will lead in the class in determining which strategies can be used with all reading material. Then for those strategies that can't be used for all reading material, list the appropriate kinds of reading material from home and from the job for the strategy. It is OK to list the same reading material for more than one strategy.

DISCUSS

Discuss the relationships between the strategies and material that you have generated. Use the space below as a Personal Learning Journal where you record the ideas and thoughts that you found most interesting.

ORGANIZE STRATEGIES BY THE PURPOSE FOR READING

11. In Exploration Four, question 4, you brainstormed a list of many kinds of material that you might read in the Hospital and the purpose for reading the material. You then evaluated the list of materials and the list purposes for reading the material in question 6 of that Exploration. Copy those same lists in the space below under the appropriate columns. Add any other kinds of reading material and/or new purposes that you have used or thought of since you made up that list.

MATERIAL READ	PURPOSE(S) FOR READING	DURING-READING STRATEGIES

12. Your instructor will lead the class in proposing and analyzing the kinds of **During-Reading Strategies** that could be used for each of the purposes. Make notes of the discussion and the strategies agreed upon in the space below. Place the strategies you propose for each purpose opposite that purpose in the chart in question 11.

DISCUSS

Discuss the relationships between the strategies and purposes for reading that you have generated. Don't compare this to the chart you developed for reading material yet! You will do that soon. Use the space below as a Personal Learning Journal where you record the ideas and thoughts that you found most interesting.

ORGANIZE STRATEGIES BY THE PREVIOUSLY USED STRATEGIES

13. In this part of the Exploration, you will use a new chart to organize your **During-Reading Strategies**. Your instructor will lead a class discussion in which you will come up with all the **Before-Reading Strategies** you have brainstormed and used throughout this course. List them under the column below marked **Before-Reading Strategies**.

BEFORE-READING STRATEGIES	DURING-READING STRATEGIES

14. Your instructor will lead a class discussion in which you determine which of the **During-Reading Strategies** you had previously developed in question 8 could be used with the Before-Reading Strategies you listed. Place the **During-Reading Strategies** in the chart opposite the **Before-Reading Strategy** the class thinks it could be used with.

DISCUSS

Your instructor will lead you in a discussion of the following question.

15. Which is the best way for you to organize these **During-Reading Strategies** for the purpose of using them effectively to improve your reading comprehension? (As you can tell, each of can have a different answer since the organizational method must suit your purposes, not anyone else's. You do, however, have to support your decisions with reasons.)

16. For the next class, bring in reading material from the job that you might not be required to read but that you would like to read, like workplace magazines or directions or other reading material your instructor might suggest.

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EXPLORATION SIX: PRACTICING DURING-READING STRATEGIES

LEARN TO PICK AND CHOOSE STRATEGIES

You will now get the opportunity to practice the **During-Reading Strategies** that you developed in the last Exploration. As you did with **Before-Reading Strategies**, become aware of adjustments you might want to make in the strategies you use or to choose different strategies.

As was stated earlier, you will not use all of these skills all the time. You will learn to pick and chose the ones that are most appropriate (1) for your learning and reading style, (2) for the kind of material you are to read, or (3) the purpose for reading.

PRACTICE YOUR STRATEGIES

1. Here is the situation your class finds itself in. You have been asked to welcome and help orient new employees to your department. Your part of the assignment for this welcome is to summarize parts of the TRMC Employee Handbook for the new employees.

   Your instructor will divide the class into 2 groups. One group will be assigned to summarize pages 1 through 5 of the Handbook. The second group will be assigned to summarize the section titled "Little Things That Mean a Lot" found on pages 22 through 26. Each group will prepare its summary presentation in the following manner:

   A. Make a list (in the space below) of the **Before-Reading Strategies** each member of the group will use to preview the material.

B. Each group member will use the **Before-Reading Strategies** it had chosen to preview the assigned material. Evaluate below the effectiveness your **Before-Reading Strategies** and discuss your conclusions with your group.

C. The group list below the **During-Reading Strategies** each group member will use to read the assigned material.

D. Each group member will use the **During-Reading Strategies** it had chosen to read the assigned material. Evaluate below the effectiveness of your **During-Reading Strategies** and discuss your conclusions with your group.

E. As a group, prepare the summary of the assigned material for presentation to new employees. Don't forget these new employees don't have the background knowledge or experience that you do. So your report can't assume that the audience knows what your do. In other words, be thorough in your summary. As you prepare the summary, be aware of whether the reading strategies you had used helped you to do the summary.

F. As you were preparing the summary, you probably had to reread parts of the assigned material. Based on what you have discovered so far in this course, is that rereading an indication that you are not good readers? Support your conclusion.

G. Now that the summary has been prepared, re-evaluate as a group the reading strategies you used and determine if other strategies might be as appropriate or more effective.

MAKE YOUR REPORT

2. Each group will report to the other group its summary of the assigned material. When you are in the audience hearing the other group's report, listen to the information as if you were a new employee that didn't have any background knowledge of the information being given. Evaluate the other group's report based on whether it explained the assigned material in enough detail so that a new employee would understand it. Audience members should make notes below of their evaluation of the other group's report.

DISCUSS PROCESS

As we have said before, the steps and process we use to do something is as important as the knowledge being learned. Your instructor will lead a class discussion of the following process questions.

3. How effective was your use of **Before-** and **During-Reading Strategies** to help you better understand the Employee Handbook material?

4. Based on your experience in this Exploration and the charts you prepared in Exploration Five, is it better to organize **During-Reading Strategies** according to the material to be read, the purpose for reading, or the **Before-Reading Strategies** you had chosen? Support your conclusions.

5. What did you learn about working together in a group as you prepared your report? What are some of the skills you had to use?

6. How were the reading strategies used by each group the same or different? Discuss the similarities and differences.

DISCUSS CONTENT

7. How did you evaluate the other group's report based on whether it explained the assigned material in enough detail so that a new employee would understand it?

8. What have you learned about TRMC from reading the assigned sections of the Handbook?

9. What have you learned about TRMC from listening to the other group's report from the Handbook.

10. What other information do you want to know about the material both groups were assigned to read and report on?

PRACTICE USING YOUR READING STRATEGIES

11. You were asked, at the end of Exploration Five, to bring in reading material from the job. Your instructor will divide the class into groups and assign each group different material to read. Each group is to keep account of the **Before-** and **During-Reading Strategies** used and how effective the strategies were in aiding your comprehension.

12. Each group will report back to the rest of the class its use of the strategies and what they learned from the readings.

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EXPLORATION SEVEN: DEVELOPING AFTER-READING STRATEGIES

In Exploration Three you were introduced to Before-Reading Strategies and in Exploration Five you developed During-Reading Strategies. In this Exploration you will move on to what your mind does after you read material.

THINK ABOUT DURING-READING STRATEGIES

Answer the following questions individually in preparation for a class discussion. Make notes in the space below each question.

1. Do you do or think about anything after you read that helps you to understand the material? Give some examples. Think carefully because you might do a few things or make assumptions so quickly that you don't realize that you have thought about these things.

2. Even if you can't exactly say what you actually do after reading to help you comprehend the material, is there anything that you could do after you read that might help you to better understand the material?

DISCUSS

Discuss your answers to questions 1 through 2 with the rest of the class. Use the space below as a Personal Learning Journal to record ideas important to you.

PUT IT ALL TOGETHER

3. Now you will bring together all the strategies that you have discussed so far in this Exploration (including any new ones that come to mind). Your instructor will ask each of you to contribute one of the **After-Reading Strategies** already mentioned or any new ones you can think of and list them on the board. Copy the list below for your own use.

4. Your instructor will guide the entire class through a discussion and evaluation of your **After-Reading Strategies.** Group similar thoughts, eliminate others, and agree on language if needed. Copy the revised list in the space below.

ORGANIZE THE STRATEGIES

You organized the **Before-Reading and During-Reading Strategies** three different ways: (1) by the material being read, (2) by the purpose for reading, or (3) by monitoring the strategies you previously used. In keeping with the idea of this course that there is not just one way to learn or use these strategies, you will organize these After-Reading Strategies in these three different ways. You can then afterwards decide which way helps you to remember and use the strategies at work and at home.

ORGANIZE STRATEGIES BY MATERIAL TO BE READ

5. Copy the **After-Reading Strategies** you listed in question 4 underneath the After-Reading Strategies column, one underneath the other.

AFTER-READING STRATEGIES	USED WITH THIS KIND OF READING MATERIAL

6. Now you will link up these **After-Reading Strategies** to the most appropriate kinds of reading material for which they would used, just like you did with **Before- and During-Reading Strategies**. Your instructor will lead in the class in determining which strategies can be used with all reading material. Then for those strategies that can't be used for all reading material, list the appropriate kinds of reading material from home and from the job for the strategy. It is OK to list the same reading material for more than one strategy.

DISCUSS

Discuss the relationships between the strategies and the reading material that you have generated. Use the space below as a Personal Learning Journal where you record the ideas and thoughts that you found most interesting.

ORGANIZE STRATEGIES BY THE PURPOSE FOR READING

7. In Exploration Four, question 4, you brainstormed a list of many kinds of material that you might read in the Hospital and the purpose for reading the material. You then evaluated the list of materials and the list of purposes for reading the material in question 6 of that Exploration. Copy the list from "Material Read" and the list from "Purpose for Reading" in Exploration Four, question 4 in the space below under the appropriate columns. Add any other kinds of reading material and/or new purposes that you have used or thought of since you made up that list.

MATERIAL READ	PURPOSE(S) FOR READING	AFTER-READING STRATEGIES

8. Your instructor will lead the class in proposing and analyzing the kinds of **After-Reading Strategies** that could be used for each of the purposes. Make notes of the discussion and the strategies agreed upon in the space below. Place the strategies you propose for each purpose opposite that purpose in the chart in question 7.

DISCUSS

Discuss the relationships between the strategies and purposes for reading that you have generated. Don't compare this to the chart you developed for reading material yet! You will do that soon. Use the space below as a Personal Learning Journal where you record the ideas and thoughts that you found most interesting.

ORGANIZE STRATEGIES BY THE PREVIOUSLY USED STRATEGIES

9. In this part of the Exploration, you continue with the construction of a chart you started in Exploration 5. In that Exploration, at exercise 13, you developed a chart that showed the relationships between some **Before-** and **During-Reading Strategies.** Using the information from that chart, fill in the Before-Reading column and the During-Reading column below. (Keep the corresponding Before and During strategies that relate to each other opposite each other.)

   Your instructor will lead a class discussion in which you determine the **After-Reading Strategies** you had previously developed in question 4 that could be used with the Before- and During-Reading Strategies you listed. Place each **After-Reading Strategies** in the chart opposite the **Before- and During Reading Strategies** the class thinks it could be used with.

BEFORE-READING STRATEGIES	DURING-READING STRATEGIES	AFTER-READING STRATEGIES

DISCUSS

Your instructor will lead you in a discussion of the following question.

10. Which is the best way for you to organize these **After-Reading Strategies** for the purpose of using them effectively to improve your reading comprehension? (As you can tell, each of can have a different answer since the organizational method must suit your purposes, not anyone else's. You do, however, have to support your decisions with reasons.)

11. Discuss the following statement with the class.

> "After-Reading Strategies relate to Before-Reading Strategies. Here's how: one of the purposes of After-Reading Strategies is to develop more extensive background knowledge for the next time you read about the subject."

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EXPLORATION EIGHT: A REVIEW

READ ACTIVELY

Now that you have completed the reading cycle (from reading aloud to the Before-, During- and After-Reading Strategies), let's take some time to reflect and think about this process of reading, and the progress you have made in reading.

THINK ABOUT

1. Way back in Exploration Three, you were asked to discuss a quote about reading. Here is the quote again for you to read and discuss.

> A thoughtful understanding of the reading process may be one of the most important contributions to enhancing instructional practice.... An important start is an appreciation of the fact that reading is a complex skill.... Reading comprehension is not a single process; rather, it is complex, made up of many interrelated component processes.
>
> The mental operations involved include:
>
> - recognizing words and associating them with concepts stored in memory;
> - developing meaningful ideas from groups of words;
> - drawing inferences;
> - relating what is known to what is being read.
>
> [Reading] comprehension is constructive because the meaning of a text is built by the reader, not extracted from the pages. At issue here is that no text is complete in itself. It can't be because the nature of language precludes it. Readers must use prior knowledge to fill in gaps, make inferences, and determine what text information relates to what.
>
> Beck, I.L., "Improving Practice Through Understanding Reading," Toward the Thinking Curriculum: Current Cognitive Research, ASCD 1989 Yearbook, pp. 41-43.

DISCUSS THE QUOTE

2. Discuss the following questions with the class. Make notes of the answers that have meaning for you in the Personal Learning Space below each question.

   A. Is the quote easier to read and understand now? Why or why not?

   B. Did your discussion of this quote in Exploration Two help you understand the course to this point? Why or why not.

   C. During your reading in this course, have you experienced what the statement "reading is thinking" means? Support your conclusion.

   D. Explain in your own words why learning reading strategies helps you to see that reading is like problem-solving.

   E. In Exploration Two, you were asked whether it is important to appreciate the fact that reading is a complex skill. Now that you have had more experience with reading, can you support the conclusion that reading is a complex skill? Give examples.

F. In Exploration Two, you were asked to name some of the strategies discussed in the quote that you could use in your own reading. Give examples of how you used each of these strategies, listed below.

i. recognizing words and associating them with concepts stored in memory;

ii. developing meaningful ideas from groups of words;

iii. drawing inferences;

iv relating what is known to what is being read.

F. Discuss again the idea that the meaning of a text is built by the reader, not extracted from the pages.

REVISIT THE MYTHS OF READING

3. Let's revisit, again, the myths of reading you also explored in Exploration 2. (These myths are taken from Arthur Whimbey and Jack Lochhead, *Problem Solving and Comprehension*, Lawrence Erlbaum Associates, Publishers, 4th ed., 1986, pages 137-39.) From your reading experience in this class, discuss what each of the myths now mean to you now and answer the questions below each myth.

MYTH 1. Don't Subvocalize When You Read

You sometimes hear the advice that you should not move your lips, tongue or throat muscles when you read. You should not even hear the words in your mind when you read.... A series of studies have now shown that subvocalizing is useful and perhaps even necessary for good comprehension of difficult material.... All the evidence indicates that you should subvocalize freely when you read.

A. Have you tried to move you lips and say the words to yourself when you read? Does it help you to read better and understand the material, as the quote says?

The next three myths will be discussed as one since they are related to each other.

MYTH 2. Read Only the Key Words

This advice is completely illogical. How can you know which are the key words, until you first read the words? The advice assumes you have some magical mechanism which allows you to pre-read the words and select out the key words which you will then read.

MYTH 3. Don't be a Word-By-Word Reader

Teachers have been urged to teach the child to read two and three words per fixation. However, the best studies show that even college students rarely read more than one word per fixation.

MYTH 4. Read In Thought Groups

This myth is closely related to myth 3. Since good readers basically read one word at a time, they obviously do not read in thought groups.... You cannot "read in thought groups" in the sense of visually focusing on groups of words which form thoughts. You coulan't

know which words formed a "thought group" until you first read the words. It would be impossible to read by moving your eyes from one thought group to another.

A. How are these myths related?

B. Do you read <u>all</u> the words when you are reading? Has it helped you in understanding what is written?

MYTH 5. You Can Read At Speeds of 1,000 or More Words a Minute -- Without Any Loss of Comprehension

A sample of University of Michigan professors was found to read at an average rate 303 words per minute, and the average rate for Harvard freshman was 300 words per minute. In study after study, approximately 300 words per minute has turned out to be the maximum rate at which people can read without sacrificing comprehension.

A. Do you now understand that reading fast does not mean reading well? Give some examples of your experiences in this class.

MYTH 6. Don't Regress or Re-read

Re-reading is said to be a bad reading habit and totally unproductive. Instead you should forge ahead and your understanding will be clarified as you read on. Studies show that good readers do not follow this advice. With textbooks and other complicated material they must frequently re-read sentences and paragraphs to get the full meaning.

A. Have you found yourself rereading material so you can better understand it? Do you feel more comfortable doing rereading since you know it is OK?

THINK ABOUT AND DISCUSS READING ALOUD

You have also had experience in reading aloud in this course. Think about this experience and discuss the following questions.

4. Analyze how reading aloud has helped or not helped you to become a better reader. Be specific, giving examples from your experience in this class.

5. Name the four techniques used in Reciprocal Teaching?

6. State how these techniques can be used when you are reading by yourself. Give some examples if you have used these techniques when reading by yourself.

THINK ABOUT AND DISCUSS READING STRATEGIES

Now you get a chance to discuss what you have learned about reading strategies.

7. Which of the **Before-Reading Strategies** did you find the most helpful?

8. Which of the **During-Reading Strategies** did you find the most helpful?

9. Which of the **After-Reading Strategies** did you find the most helpful?

10. Give examples of the reading strategies you used at home and/or on the job.

11. What material have you read recently that you would not have attempted to read prior to this course? Did you use the strategies and how well did you understand the material?

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EXPLORATION NINE:
STRATEGIES TO PERFORM WORK

READ ACTIVELY

This activity explores reading, thinking, and problem-solving from a different point of view. Up to this point, you have participated in activities that helped you develop your individual reading, thinking and problem-solving skills to help you **read** better. These next activities will help you to use these skills and strategies to suggest changes to the workplace material itself so that your work area and/or department can work more efficiently and cooperatively.

Reading, and thinking, and problem solving from this new point of view is called **HIGH-PERFORMANCE THINKING**. As used in this course, the term **HIGH PERFORMANCE** in the workplace means a system of management which allows all employees to take more responsibility for their work and encourages employees to make suggestions for changing work routines so that the whole organization provides the highest quality service as efficiently as possible.

So a **HIGH-PERFORMANCE** employee not only tries to improve his or her individual skills within the systems already in place, but also looks at the system itself to suggest changes and modifications.

This and the following Explorations investigate some preliminary steps to **HIGH-PERFORMANCE THINKING**. Exploration 9 helps you make the connection between reading skills and performance skills; Exploration 10 starts you thinking about your work from an organization-wide perspective. Exploration 11 requires you to use High-Performance Thinking Strategies.

BRAINSTORM CONNECTIONS

1. This Exploration will investigate the strategies you might use while you perform a physical task like cleaning a room, fixing a car, or preparing a meal. Your instructor will conduct a brainstorming session in which you and your classmates will explore some of the strategies that you can use to help you

perform your work better. (Don't be afraid to use the **READING STRATEGIES** you previously developed to help you think of **PERFORMANCE STRATEGIES.**)

Don't forget, we are not talking about **HIGH PERFORMANCE** yet. This exercise is asking whether you can modify the reading strategies you have developed previously to help you perform your individual work better. The purpose of this brainstorming session is to develop as many ideas possible -- don't overlook the fact that you should work for quantity of ideas at this point. Use the space below to write down the complete list of strategies that might help you perform work.

ANALYZING AND ORGANIZING CONNECTIONS

2. Your instructor will divide you into three groups. One group is only responsible for developing **BEFORE-PERFORMANCE STRATEGIES**, another only responsible for developing **DURING-PERFORMANCE STRATEGIES**, and the third group only responsible for developing **AFTER-PERFORMANCE STRATEGIES**.

   Using the applicable items from the brainstormed list as a starting point, each group will (1) discuss whether to add to, modify, and/or delete any performance strategies and (2) develop as complete a chart as possible for the **BEFORE-, DURING-, or AFTER-PERFORMANCE STRATEGIES** the group was assigned. All members of the group should be able to support each of the performance strategies chosen and be able to explain how the performance strategy works.

PRESENT YOUR IDEAS

Each group will present its chart of the assigned strategies to the rest of the class, explain why they choose the PERFORMANCE STRATEGIES that they did, and explain how each of the strategies would work in practice. Note your reactions to the presentations in the space provided below.

3. Your instructor will lead you in a class activity in which the whole class develops one big chart that incorporates the three individual **BEFORE-, DURING-, AND AFTER-PERFORMANCE STRATEGIES** charts. This over-all performance chart should also try to show the relationships between the **BEFORE-, DURING-, AND AFTER PERFORMANCE THINKING STRATEGIES**, similar to what exercise developed in exercise 9, Exploration Seven (where you discovered relationships between Before-, During-, and After-Reading Strategies).

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EXPLORATION TEN: THE HOSPITAL-WIDE PERSPECTIVE

READ ACTIVELY

As indicated in the introduction to the previous Exploration, this activity is another preliminary exercise that will prepare you for **HIGH-PERFORMANCE THINKING**. Here the emphasis will be on gaining a company-wide perspective of your role in your department and the hospital.

BRAINSTORM

Your instructor will divide the class into groups which contain all participants from the same department. The participants who don't have others from the same department in the class will work alone initially.

1. Each group (including the "groups" of one!) will brainstorm all the functions the department performs. Don't forget, work for quantity of ideas! You will have the opportunity to analyze and organize the functions later.

DEVELOP A DEPARTMENTAL FUNCTION CHART

2. Each group will now analyze the brainstormed list of functions its department performs and organize them into a visual representation that shows the connections and relationships among the organized functions. Be creative in developing your visual representation!

REPORT AND DISCUSS

Each group (or individual) will present its visual representation to the rest of the class and will be prepared to explain and discuss not only the chart but also the work of the department. Note below what you learned about a department other than your own from the class discussion.

DEVELOP AN ORGANIZATIONAL FUNCTION CHART

3. Now all of the groups will come together and devise a way to place the individual department charts together to form a chart of the whole organization. You can also include in your organizational chart those departments that are not represented by participants in the class. Again, be creative in developing your visual representation of the whole organization!

DISCUSS

Discuss as a class what you have learned about yourself and your role in your department and in the hospital from making these charts.

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EXPLORATION ELEVEN:
HIGH PERFORMANCE THINKING STRATEGIES

READ ACTIVELY

Up to this point, the focus of the Explorations in this course has been to improve your individual READING and PERFORMANCE skills, to do you best work within the system itself. Now the focus will be to have you analyze the procedures and the system themselves to improve the whole organization. This analysis of work to improve the entire organization is called **HIGH-PERFORMANCE THINKING**.

So let's do some **HIGH-PERFORMANCE THINKING**! But don't forget that an important part of **HIGH-PERFORMANCE THINKING** is that the explanations and reasons for your suggestions are as important as the suggestions themselves. All the work you have done up to this point to support answers with explanations has been training you to be **HIGH-PERFORMANCE THINKERS**.

HIGH-PERFORMANCE THINKING STRATEGIES

1. You will be asked to evaluate directions and forms from the point of view of how the directions or forms can be improved to supply better information to the person using them. What are the kinds of strategies you can use to evaluate written material and make suggestions for change if necessary? List and discuss as many of these **HIGH-PERFORMANCE THINKING STRATEGIES** as you can think of.

PRACTICE

Your instructor will divide the class into groups. Your instructor will give you a form from the hospital that you use in your work. Each group should review the form and directions for the purpose of suggesting HIGH PERFORMANCE changes or modifications to the form using your HIGH-PERFORMANCE THINKING STRATEGIES you developed above.

2. **In your work group, list all the changes and modifications you would make to the form. State the reasons for each of the proposed changes.**

FORM: _____

CHANGE/MODIFICATION	REASON

REPORT

Each group should present its suggested changes or modifications to the class, the proposed new form, and the reasons for the changes. List the changes everyone agrees upon in the space below.

DISCUSS

Discuss (1) the connection between reading strategies, performance strategies, and high-performance thinking strategies, and (2) whether your improvement in reading, for example, could help you improve your performance or thinking.